



SOUTH CAROLINA

COMMISSION ON HIGHER EDUCATION

CHE

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Agenda Item 6.02

September 4, 2019

MEMORANDUM

To: Chairman Wes Hayes and Members, SC Commission on Higher Education
From: Chairman Charles Munns, and Members, Committee on Academic Affairs and Licensing

Consideration of FY 2020-21 Appropriation Request and FY 2018-19 Annual Report for the EIA Funded Teacher Recruitment Project, Center for Educator Recruitment, Retention, and Advancement (CERRA)

Context

During the 1986 legislative session, the General Assembly authorized the SC Commission on Higher Education (CHE) to award grants to the public and/or private colleges and universities to improve the recruitment of teacher education candidates, allocating \$236,000 in Education Improvement Act (EIA) funds for this purpose. A consortium made up of a majority of teacher training institutions in the State submitted one combined proposal to establish the SC Teacher Recruitment Center. The proposed Center was approved by CHE and has been funded annually since FY1987. Beginning in FY1991, appropriations for the SC Teacher Recruitment Center were made solely through EIA.

Beginning in FY1989, the CHE was required, by a proviso in the General Appropriations Act, to “monitor the use” of these funds and to report on the “effectiveness of the programs” to the Senate and House Committee and to the EIA Select Committee. The CHE has done so since 1988-89. The FY1991 Appropriations Act included a more comprehensive proviso, which instructed the CHE to “ensure that all funds are used to promote teacher recruitment on a statewide basis...ensure the continued coordination of efforts among the... teacher recruitment projects... review the use of funds and... have prior program and budget approval.”

In FY 2019, this proviso, Part 1B Proviso 1A.6. (SDE-EIA: CHE/Teacher Recruitment), directs that of the \$4,243,527 appropriated for teacher recruitment programs:

the South Carolina Commission on Higher Education shall distribute a total of ninety-two percent (\$3,904,045)¹ to the Center for Educator Recruitment, Retention, and Advancement (CERRA-South Carolina) for a state teacher recruitment program, of which at least seventy-eight percent must be used for the Teaching Fellows Program specifically

to provide scholarships for future teachers, and of which twenty-two percent must be used for other aspects of the state teacher recruitment program, including the Teacher Cadet Program and \$166,302 which must be used for specific programs to recruit minority teachers: and shall distribute eight percent (\$339,482)¹ to South Carolina State University to be used only for the operation of a minority teacher recruitment program and therefore shall not be used for the operation of their established general education programs.

¹Amount inserted for reference.

The Annual Reports from the Center for Educator Recruitment, Retention & Advancement (CERRA) are submitted by the CHE to the Senate and House Education Committees and to the Education Oversight Committee each October. In addition to the annual reports, historical and cumulative data are included at the request of the Committee on Academic Affairs and Licensing and Academic Affairs division (see Attachments).

Center for Educator Recruitment, Retention and Advancement (CERRA)

CERRA completed a strategic planning process in 2016-17 and established a vision, new mission, and new goals. CERRA's vision influences its mission of recruiting, retaining, and advancing South Carolina Educators. This is accomplished through three specific goals.

1. Recruitment: Teacher supply needs of South Carolina public schools are met.
2. Retention: Every South Carolina school district implements a quality induction program and teachers continue teaching in a South Carolina public school classroom at least five years.
3. Advancement: Every teacher has multiple opportunities to develop as a teacher leader and be utilized as such.

In executing this strategic plan, CERRA directs a variety of pre-collegiate and college programs in order to attract middle school, high school and college students (Teacher Cadets, College Partners, Teaching Fellows, Minority Recruitment programs) as well as mid-life career changers, such as military retirees and downsized workers to education careers. Along with its recruiting efforts, CERRA is focused on retaining and advancing the careers of experienced teachers already in South Carolina's schools. In addition, CERRA provides program support for the State's teacher leaders through work with the district teachers of the year, mentor training for experienced teachers, as well as National Board candidates and National Board Certified Teachers. Enclosed are 2018-19 program reports on CERRA activities.

The CERRA Board of Directors, which oversees the Center's budget and operations, includes representatives from colleges and universities, school districts, state education agencies, professional education associations, the General Assembly and private businesses and industry. CERRA reports annually to the CHE, through which the Center's EIA-based appropriations flow. The CHE is responsible for monitoring the effectiveness of CERRA and is authorized to review the Center's budget. Budget review authority is also given to the General Assembly's Education Oversight Committee.

CERRA is seeking a \$1,000,000 increase from the 2019-20 funding level. CERRA notes "this budget request continues to be necessary due to a number of factors, including continued rapid growth in Pre-collegiate Program sites, a "leveling out" of Teaching Fellows loan collections, and the need to increase the number of Teaching Fellows awards from 200 to 215" (August 8, 2019 correspondence, CERRA to CHE). CERRA continually explores ways to make the best use of its resources. The revised FY21 budget is attached for review.

CAAL Consideration

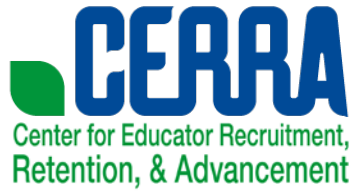
At the August 27, 2019 meeting of the Committee on Academic Affairs and Licensing (CAAL), Executive Director Jane Turner, Esq., presented an annual summary of CERRA's FY2019 activities. CAAL also considered the CERRA FY2021 budget request. Ms. Turner noted growth in the teacher recruitment programs (e.g., ProTeam, Teacher Cadets, and Teaching Fellows) and summarized additional major projects, including the annual Educator Supply and Demand Report, educator advocacy (e.g., 1.92 Proviso recommendations), and Rural Recruitment Initiative (Proviso 1A.55). Committee members inquired about the trends in the K-12 profession, challenges to recruitment and retention, and about the budget. In addition, CAAL expressed its appreciation for the CERRA annual Supply and Demand Report, and requested that if possible, the study be published even earlier to maximize potential effectiveness prior to the start of the legislative session. Ms. Turner conveyed the urgency of teacher retention in addition to new teacher program completion and recruitment as necessary complementary strategies, citing that recruitment alone will not solve the shortage. She cited CERRA's planning to publish the annual Report even earlier, and expressed the need for support through advocacy to the Legislature. Committee members recommended that CHE develop a task force chaired by CHE or CERRA to identify options and solutions to the issues.

Upon remaining deliberation, the Committee voted unanimously to approve the budget, and charged Academic Affairs staff (1) to initiate planning with the Commission President and Executive Director to study the profile of the educator recruitment and retention needs statewide; and (2) to include in its study the formation of a task force to develop recommendations for the Commission's advocacy on behalf of CERRA's recruitment and retention activities.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission (1) approve the FY2021 appropriations request in the amount of \$13,034,117 for the Center for Educator Recruitment, Retention and Advancement (CERRA), and (2) pursue in partnership with CERRA the study and implementation of advocacy opportunities with the Legislature and other policymakers to identify and secure resources necessary to improve teacher recruitment and retention initiatives statewide.

Enclosures: Attachment 1: 2018-2019 Program Reports
ProTeam
Teacher Cadet
College Partners
Teaching Fellows
Induction & Mentoring
Rural Recruitment Initiative
Online Educator Employment System/Teacher Expo/Supply & Demand Survey
Attachment 2: Funding Sources
Attachment 3: Key Teacher Data
Attachment 4: Revised 2020-21 Budget



2018-2019 Program Reports

ProTeam

Teacher Cadet

College Partners

Teaching Fellows

Induction & Mentoring

Rural Recruitment Initiative

**Online Educator Employment System/
Teacher Expo/Supply & Demand Survey**

ProTeam

ProTeam	FY15	FY16	FY17	FY18	FY19
Sites ¹	22	26	30	40	50
Students who completed the program	628	973	1,012	1,245	1,554
Male students	235	356	420	485	617
Non-white students	251	354	408	453	561
Funds expended	\$123,180	\$132,081	\$144,740	\$144,312	\$103,203 ²
Funds expended per student	\$196	\$136	\$143	\$116	\$66

¹Some sites offer more than one class section. There were 87 class sections in FY19.

²In FY19, CERRA began utilizing revenue funds to offset administrative costs.

Teacher Cadet

Teacher Cadet	FY15	FY16	FY17	FY18	FY19
Sites ¹	168	169	179	188	188
Students who completed the Teacher Cadet course	2,683	2,652	2,909	2,973	2,991
Male students	581	585	679	684	676
Non-white students	866	858	1,004	1,067	1,004
Students who indicated they plan to teach	41%	39%	37%	37%	35%
Funds expended	\$332,602	\$407,738	\$458,113	\$492,460	\$322,897 ²
Funds expended per student	\$124	\$154	\$157	\$166	\$108

¹Some sites offer more than one class section. There were 233 class sections in FY19, including four Teacher Cadet II classes that served 57 students. The TC II course is a second-level course that provides more extensive field experiences for students.

²In FY19, CERRA began utilizing revenue funds to offset administrative costs.

College Partners

College Partners¹	FY15	FY16	FY17	FY18	FY19
College Partner institutions	21	21	21	22	22
Funds expended	\$146,934	\$183,043	\$201,532	\$230,210	\$173,879
Funds expended per Teacher Cadet student	\$55	\$69	\$69	\$77	\$58

¹College Partners in teacher education institutions collaborate with CERRA to offer enrichment experiences for Teacher Cadet students. Each of these institutions has articulation agreements in place for dual credit accrual upon successful completion of the Teacher Cadet course.

Teaching Fellows

Teaching Fellows	FY15	FY16	FY17	FY18	FY19
Fellows who received funds ¹	727	695	713	751	752
Fellows who graduated from the program ²	123	146	135	149	170
Fellows teaching to fulfill service requirement	450	447	421	485	521
Fellows who have fulfilled service requirement and are employed in a SC public school district	548	632	743	788	861
Funds expended	\$3,801,377	\$4,342,660	\$4,504,368	\$4,713,845	\$4,714,801

¹Fellows are allowed to receive funds for a period of up to four years.

²77.7% of Fellows from the 2000-2014 cohorts graduated from the program.

Induction & Mentoring

Induction & Mentoring	FY15¹	FY16²	FY17	FY18	FY19
Educators who completed the SC Mentor Training or the online update training ³		574	6,344 ⁴	3,005 ⁴	2,156
Educators who completed Mentor Training Certification		185	80	70	64
Educators who completed the Administrator's Role in Induction & Mentoring Training ⁵					150
Funds expended	\$134,690	\$139,748	\$162,847	\$187,082	\$199,934

¹During FY15, few mentor trainings were conducted while the new training curriculum was being developed.

²Beginning in FY16, numbers reported include only those mentors and mentor trainers who complete the new trainings offered each year.

³The SC Mentor Training can be hosted by CERRA, an individual school district, or other educational entities. CERRA relies on districts and other entities to report their complete data.

⁴Included in these numbers are participants who completed the SC Mentor Training or an online update training for educators who were trained under the previous system.

⁵During FY18, CERRA developed and offered the Administrator's Role in Induction & Mentoring Training. CERRA began tracking complete data for CERRA-conducted training sessions in FY19.

**Rural Recruitment Initiative
FY19 Proviso 1A.55**

Rural Recruitment Initiative	FY16	FY17	FY18	FY19
Legislative allocation	\$1,500,000	\$9,748,392	\$9,748,392	\$9,748,392
Public school districts eligible for rural funds	20	28	30	36 ¹
Public school districts requesting funds	16	26	30	36
Funds disbursed to public school districts ²	\$914,536	\$6,854,891	\$11,869,319	\$8,559,254
Funds expended on behalf of public school districts	\$75,700	\$24,318	\$149,909	\$44,649
Undergraduate loan repayment funds disbursed to teachers			\$662,225	\$367,462
Administrative costs	\$29,246	\$120,194	\$293,447 ³	\$366,539 ³
Carryover funds	\$480,518	\$3,226,508	\$0	\$410,488

¹Under FY19 Proviso 1A.55, eligibility was based on a five-year average teacher turnover rate of greater than 11%; eligible districts include: Allendale, Anderson 4, Bamberg 2, Barnwell 19, Barnwell 29, Barnwell 45, Beaufort, Charleston, Clarendon 1, Clarendon 2, Darlington, Dillon 3, Dillon 4, Dorchester 4, Edgefield, Fairfield, Florence 2, Florence 3, Florence 4, Hampton 1, Hampton 2, Jasper, Lee, Lexington 4, Marion, Marlboro, McCormick, Newberry, Orangeburg 3, Orangeburg 4, Orangeburg 5, Richland 1, Richland 2, Saluda, Sumter, Williamsburg.

²Funds were disbursed at the request of districts for approved incentives only.

³Includes new overhead costs charged by Winthrop University.

Online Educator Employment System/ Teacher Expo/Supply & Demand Survey

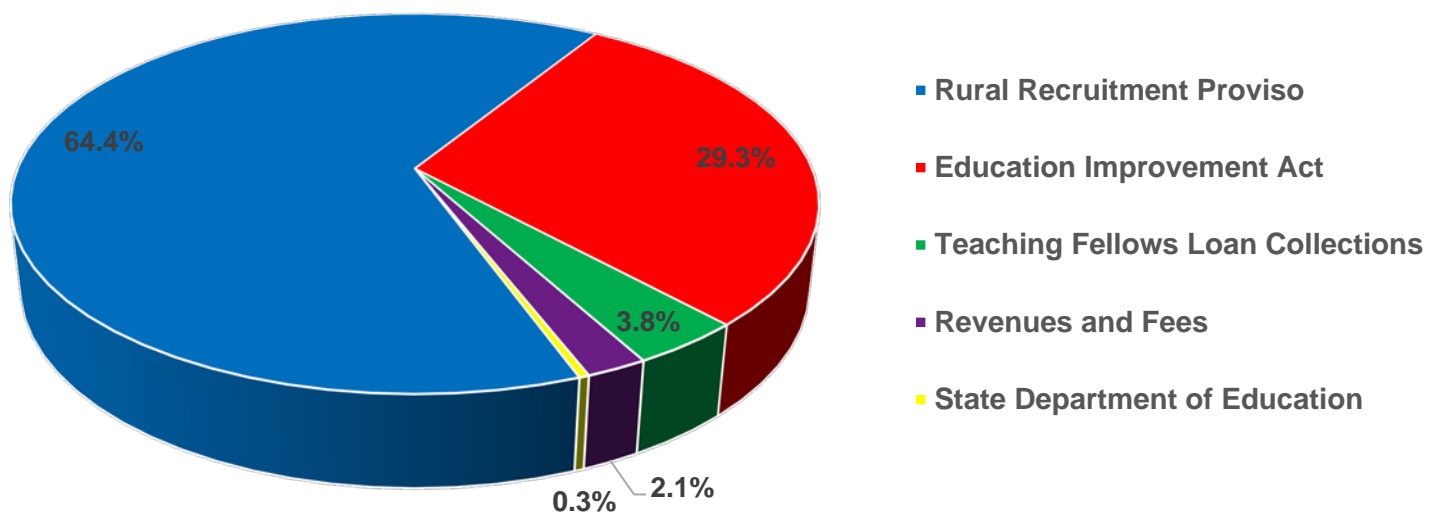
Online Educator Employment System/ Teacher Expo/ Supply & Demand Survey	FY15	FY16	FY17	FY18	FY19
Online employment applications created or modified	24,714	18,415	18,845	12,905	N/A ¹
Teacher Expo attendees	345	296	295	233	250
SC school districts and entities that participated in the Teacher Expo	42	51	53	53	58
Teachers hired as a result of the Teacher Expo	44	91	85	78	TBD
SC school districts and entities that completed the Supply & Demand Survey ²	81	79	80	82	85
Funds expended	\$124,806	\$110,954	\$91,717	\$97,629	\$111,669
Teachers hired (in FTEs)	6,217.9	6,555.1	6,934.6	7,311.2	7,599.6

¹CERRA launched a new Online Educator Employment System in July 2018. Under the new system, application data are maintained in a real-time format and are not available in cumulative totals; therefore, data for FY19 cannot be reported at this time.

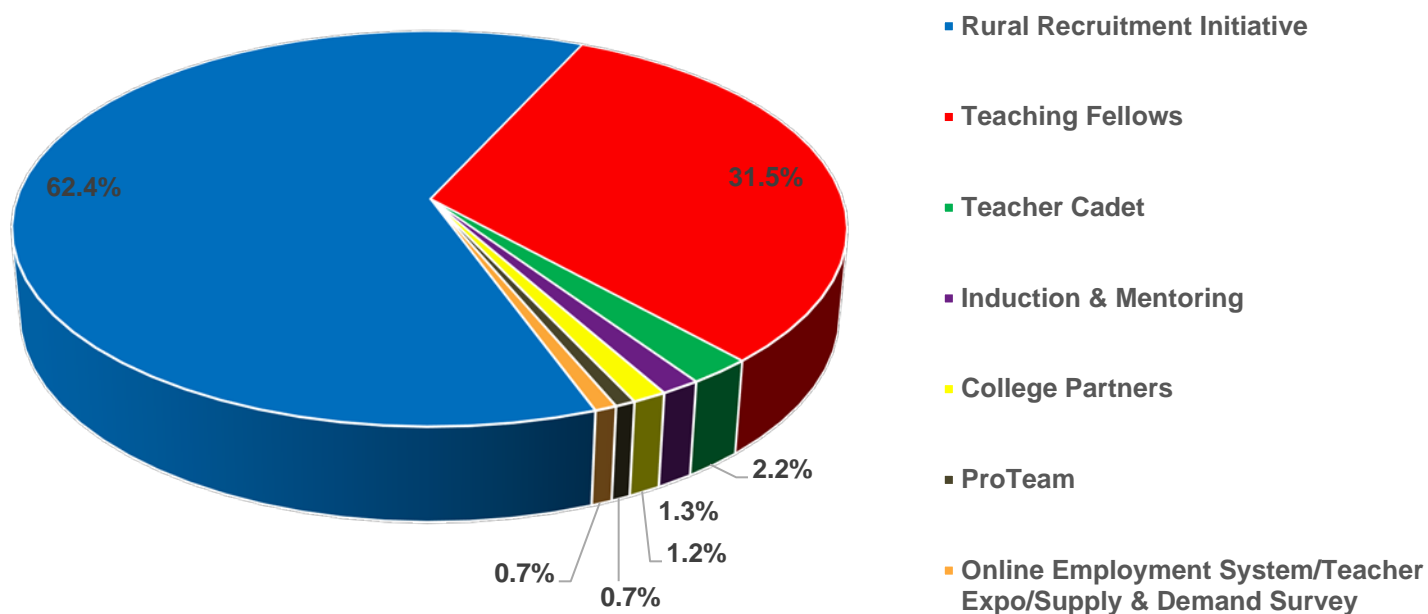
²Since 2001, CERRA has administered the annual Supply and Demand Survey in each of the state's public school districts. CERRA then compiles a statewide report detailing hiring, vacancy, and departure data related to teachers and administrators.

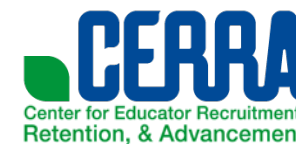


Funding Sources in FY19, by Amount



EIA Funds Expended in FY19, by Program





Key Teacher Data from CERRA's South Carolina Annual Educator Supply & Demand Reports 2014-15 to 2018-19

School year	Completers of a SC teacher education program ¹	Teachers who left their positions ²	Teachers who left <u>and</u> are no longer teaching in any SC public school	Teachers who left with five or fewer years of experience in a SC public school ²	... and are no longer teaching in any SC public school	Teachers who left with one year or less of experience in a SC public school ²	... and are no longer teaching in any SC public school
2014-2015	2,060 ³ (2013-14)	5,277.7	4,108.1	1,796.5	1,309.0	667.7	529.7
2015-2016	1,793 ³ (2014-15)	5,352.2	4,074.3	2,087.4	1,506.5	748.5	579.6
2016-2017	1,720 ³ (2015-16)	6,482.2	4,842.1	2,465.4	1,776.3	777.8	616.2
2017-2018	1,684 (2016-17)	6,705.0	4,914.0	2,564.25	1,731.75	803.0	585.0
2018-2019	1,642 (2017-18)	7,339.3	5,341.3	2,596.1	1,747.6	935.7	689.7

Note: These data refer to teachers who left their positions during or at the end of the previous school year. For example, data included in the "2018-19" row include teachers who left during/at the end of the 2017-18 school year.

¹Data obtained from the SC Commission on Higher Education (CHE). Includes students who graduated with a Bachelor's degree eligible for teacher certification.

²Includes teachers who left their positions to teach in another SC public school district.

³Numbers reported in this chart are different than those reported in previous years due to a correction received from CHE.

Full reports can be accessed at <https://www.cerra.org/supply-and-demand.html>.



Revised 2020-21 EIA Budget Proposal¹

	2018-2019 Expenditures From EIA Budget	2018-2019 Expenditures From Other Sources	2019-2020 Appropriated EIA Budget	2019-2020 Funds From Other Sources	2020-2021 Requested Increase to EIA Budget	2020-2021 Proposed EIA Budget	2020-2021 Funds From Other Sources
Program/Services							
Salaries & Fringes	897,719		956,839			956,839	
Office Support	23,354		27,322			27,322	
Winthrop University Indirect Fee	413,130		155,226 ²			155,226 ²	
Board of Directors	2,174		2,750			2,750	
Staff Travel	74,709		73,950			73,950	
Minority Recruitment	166,500		166,500			166,500	
Marketing/Communications	1,890		3,000			3,000	
ProTeam	12,428		14,100		50,000	64,100	
Teacher Cadet (TC)	52,642		54,500		90,000	144,500	
College Partners	43,311		46,000			46,000	
Teaching Fellows (TF)	3,144,710	1,190,658 ³	3,195,640	1,500,000 ³	860,000 ⁴	4,055,640	1,000,000 ³
Rural Recruitment Initiative (RRI)	8,941,062		7,338,290 ⁵	410,488 ⁶		7,338,290	
TOTAL	13,773,629	1,190,658	12,034,117	1,910,488	1,000,000	13,034,117	1,000,000

¹The 2020-21 EIA Budget Proposal was approved by the CERRA Board Executive Committee on August 5, 2019.

²Indirect WU costs were renegotiated.

³Funds utilized from the TF collections account.

⁴This figure reflects the \$500,000 needed to fund Teaching Fellows awards for 2020-21 as well as the \$360,000 needed to increase the number of TF awards from 200 to 215.

⁵\$2,150,000 of the RRI allocation was diverted to programs at USC and SCSU

⁶RRI carryover funds